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TRAINING LEADERS FOR PROGRAM PLANNING

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Since local leaders have been successfully trained for almost every kind of project, home economics supervisors in Illinois decided to try the same technique with local leaders who were to assist with program planning. The basis of the assumption is that if program planning is a continuous educational activity, the leaders need training to achieve educational growth for themselves and to function effectively in the county.

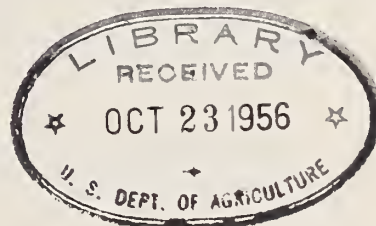
The committee is appointed by the county home bureau executive board. Its size varies from five to twelve or more, depending upon the size of the county and its state of organization for home economics extension work. From one-third to one-half the personnel changes each year.

Training meetings may be conducted by the supervisor or the home advisor, depending upon the ability and length of service of the county advisor.

If the county has an over-all planning committee, from one to three women are probably on both committees to secure coordination. Where there is no overall planning committee, this committee and a similar committee appointed by agriculture meet together to discuss over-all problems and the contribution each can make to them. Certain phases of the program may be designated for joint attack, as for example, housing or the control of undulant fever.

The program planning leaders are trained for such activities and responsibilities as:

1. The importance of interviewing women of differing income and age levels; women who do not belong to the organized groups; rural and urban women, etc.
2. Learning to observe:
 - a. What homemakers do, have and need
 - b. Their attitudes
 - c. Their efficiency
3. The use of factual data
 - a. Implications of data already in existence
 - b. How to collect other data, if desirable



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ORGANIZING FOR EXTENSION PROGRAMS

Check sheet for County Workers in evaluating county set-up for program planning.

1. Does your county extension organization have local or community units of some kind?
Do they fit the way the people are organized locally?
2. Are the local units of organization representative of all the people? (Based on community or main groupings of people.)
If local connections are based on commodity or special interest lines, are these sufficiently broad to represent all main interests, kinds of people, or types and sizes of farms?
3. Is the extension organization at the county level (advisory board or other groups) large enough to be effective and to represent all parts of the county?
Are its connections with the people clear to all?
Do county committee members know whom they represent?
4. Does the extension organization integrate or hitch up agriculture, home economics, and 4-H extension work as a team, or does each have its own line of organization?
5. Does the extension organization take into account systematic cooperation with existing community or county organizations and agencies, not simply the filling of speaking engagements?
6. Does the extension organization make possible program planning procedures that enable one to discover the true needs and interests of the people?
7. Do the local and county units look at their whole areas and at the whole extension work, or do leaders and representatives speak only for themselves as persons or as clubs?
8. Does your plan of extension organization include use of numerous demonstrators or informal leaders?
Are they of the special groupings or sections that you might wish to reach?

Adapted from E. J. Niederfrank
Extension Service Circular 448
March, 1948

Federal Extension Service
U. S. Department of Agriculture

DEFINING EXTENSION OBJECTIVES FOR COORDINATION OF PROGRAM AND STAFF EFFORT

A. The problem:

B. The objective:

(1) Agricultural teaching objectives	(2) Home economics teaching objectives	(3) 4-H Club or youth teaching objectives

TABLE

1911

1912

1913

1914

1915

1916

1917

1918

1919

1920

1921

